

Haringey's Early Years Quality Improvement Strategy

2015 - 2018



“We will work together with families to ensure that every child in Haringey has the very best start in life, including world class education.”

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2. Introduction and Purpose of the Strategy

The foundations in early childhood are key to a child's development and Haringey is committed to ensuring that these foundations are as strong and positive as possible. We want all children to have the best possible chances in life, reach their greatest potential and most importantly be happy in everything they do.

Early Years in Haringey is committed to developing a diverse and thriving early years education sector in the borough, which offers good and outstanding quality provision, achieves good outcomes and is accessible to all parents. To ensure children get a good start in life we will work alongside all the agencies who work with very young people and their families, particularly health practitioners and those providing services through our Children's Centres, so that we promote the highest quality early learning and childcare in the Early Years.

This document sets out our strategic approach and vision to developing the highest quality early years service in the local authority.

Purpose:

- To ensure all children will have the best start in life
- To improve the quality of early years provision across the borough
- To link the priorities for Early Years Quality, Commissioning, Early Help and SEND
- To develop the capacity of the workforce to provide the best quality practice

3. Haringey's Vision and Outcomes 2015 - 2018

Haringey's Corporate Plan 2015-18 sets out the council's strategic direction Haringey is committed to ensuring that all schools and childcare providers deliver the highest quality provision to enable all children to achieve the best possible outcomes.

OUTSTANDING FOR ALL

Children, young people and adults are healthy, thrive and achieve their potential

- Enable every child and young person to have the best start in life, with high quality education
- Empower all adults to live healthy, long and fulfilling lives

CLEAN AND SAFE

A place where everyone has a good quality of life, feels safe and is proud to live

- A clean and safe borough where people are proud to live

SUSTAINABLE HOUSING, GROWTH AND EMPLOYMENT

Building a basis for communities to thrive

- Drive growth and employment from which everyone can benefit
- Create homes and communities where people choose to live and are able to thrive

Priority 1: Enable every child and young person to have the best start in life, with high quality education

Best Start in Life - Objective Summaries and Outcome Measures

Objective 1:

All children will have the best start in life supported by strong relationships and be ready for school

Outcome indicator:
Ofsted ratings for Children's Centres, childminders and PVI's

Target: All Children's Centres and at least 85% of childminders and PVI's to be rated good or outstanding by Ofsted by 2018

Early Years Priorities Dashboard

The Early Years Priorities Dashboard shows the priorities across early years which combines the Early Years Quality, Early Help and Early Years SEND strategies. Each area has objectives within each priority which support the development of early years in the local



4. Early Years Priorities for Development and Improvement

We have 3 strategic priorities:

1. Increase the % of high quality Haringey providers of early education and childcare ensuring equity of access for children and families

- Develop a local authority Quality Strategy to increase access to high quality provision
- 85% of early years settings, including the PVI sector in non-domestic premises, will be Good or Outstanding
- Children's outcomes will be in line with the top quartile in London
- Supporting development of quality provision for 2 year olds
- Have a core universal service in place, delivered through strong partnerships
- Develop peer support and collaborative approaches to quality improvement
- Effective model for setting to setting support and challenge and a directory of good practice

2. Improve Speech, language and communication of children across the early years

- Improve outcomes for communication and language
- Improve access to speech and language support in early years
- Build capacity of the workforce

3. Narrowing the gap for targeted groups

- Enhancing parent/carer engagement
- Improve outcomes for targeted groups
- Work in partnership to audit workforce skills and develop training to improve practitioners knowledge and skills

Priority One: Increase the % of high quality Haringey providers of early education and childcare ensuring equity of access for children and families

Why is this important?

- The quality of early education is second only to the quality of parenting in shaping how well children do in the early years and throughout their schooling and into adulthood.
- The Effective Provision in Preschool Project (2003) showed that if a pre-school is of high quality then children's outcomes would be higher, and pre-school is particularly valuable for children from less advantaged backgrounds. There is a positive impact on language and parent-child relationships when children attend good quality settings.

Where are we now?

- Haringey has a diverse mix of provider types, with significant delivery coming from all major provider types – day nurseries, pre-schools, childminders, children's centres and maintained settings.
- The number of registered childminders has reduced over the past five years by 19%.
- Quality in early years settings in Haringey shows a five year upward trajectory, against a backdrop of an expanding market. For example, in 2011 57% of PVI settings were rated by Ofsted as good or outstanding; by December 2015 this had increased to 80%.

What are we going to do?

- Provide high quality of early provision across the Borough through a systematic, differentiated and transparent approach to setting improvement
- Develop collaborative partnerships in network learning communities by working with outstanding providers including schools, nursery schools, PVIs, childminders and children centres
- Children's outcomes will be in line with the top quartile in London
- Develop a directory of good practice supporting setting to setting improvement work
- Build capacity amongst the early years workforce including a traded services professional development programme
- Enable all early years providers through the local authority Quality Improvement Scheme to evaluate own practice and set actions for improvement and development

Priority Two: Improve speech, language and communication of children across the early years

Why is it important?

The independent Review on Poverty and Life Chances (Field 2010) found that “there was agreement that social emotional and cognitive development particularly language ability is vital and that the home learning environment is central to supporting all forms of child development”. Field includes language and communication development as a life chance indicator.

The report Removing Barriers to Literacy (Ofsted 2011) examined ways of raising the attainment of learners in literacy that are most at risk of not gaining the skills they need for successful lives. One of these factors identified was an emphasis on speaking and listening skills from an early age”.

Where are we now?

- EYFSP outcomes 2015 show a stepped improvement in outcomes for children aged five in Haringey year-on-year. Communication and Language is not as strong as in Personal, Social and Emotional and Physical development. In areas of higher deprivation the gap between Communication and Language and the other Prime Areas is more marked.
- Large percentages of children are arriving at nursery with significant speech and language delay.
- Speech and language continues to significantly impact on the overall achievement of Haringey children throughout their education.
- Many practitioners in Haringey have had training in and successful experience of using the ECAT and REAL approaches.

What are we going to do?

- Improve outcomes for communication and language in the early years
- Build capacity of the early years workforce through training programmes such as REAL and ECAT
- Focus resources on children’s language development through children centre services and intervention programmes
- Support parental knowledge of language development through Stay and Play sessions at children centres
- Use the integrated two year old check as an opportunity for co-ordinated working partnerships to identify early language delay

Priority Three: Narrowing the gap for targeted groups

Why is this important?

‘Every child deserves the best possible start. A positive start is crucial for later success; a springboard not only for academic achievement but also for a happy, healthy and more prosperous life.’ (Breaking the link between disadvantage and low achievement in the early years – Dfe 2010)

In order to break the link between disadvantage and underachievement, we need to identify early reasons why children may be falling behind and support early years providers to overcome and support children and families to overcome these challenging issues.

Parents are a child’s first and most important educator. In order to make the most significant and sustained difference to young children’s outcomes, families should be at the heart of the early years strategy.

Where are we now?

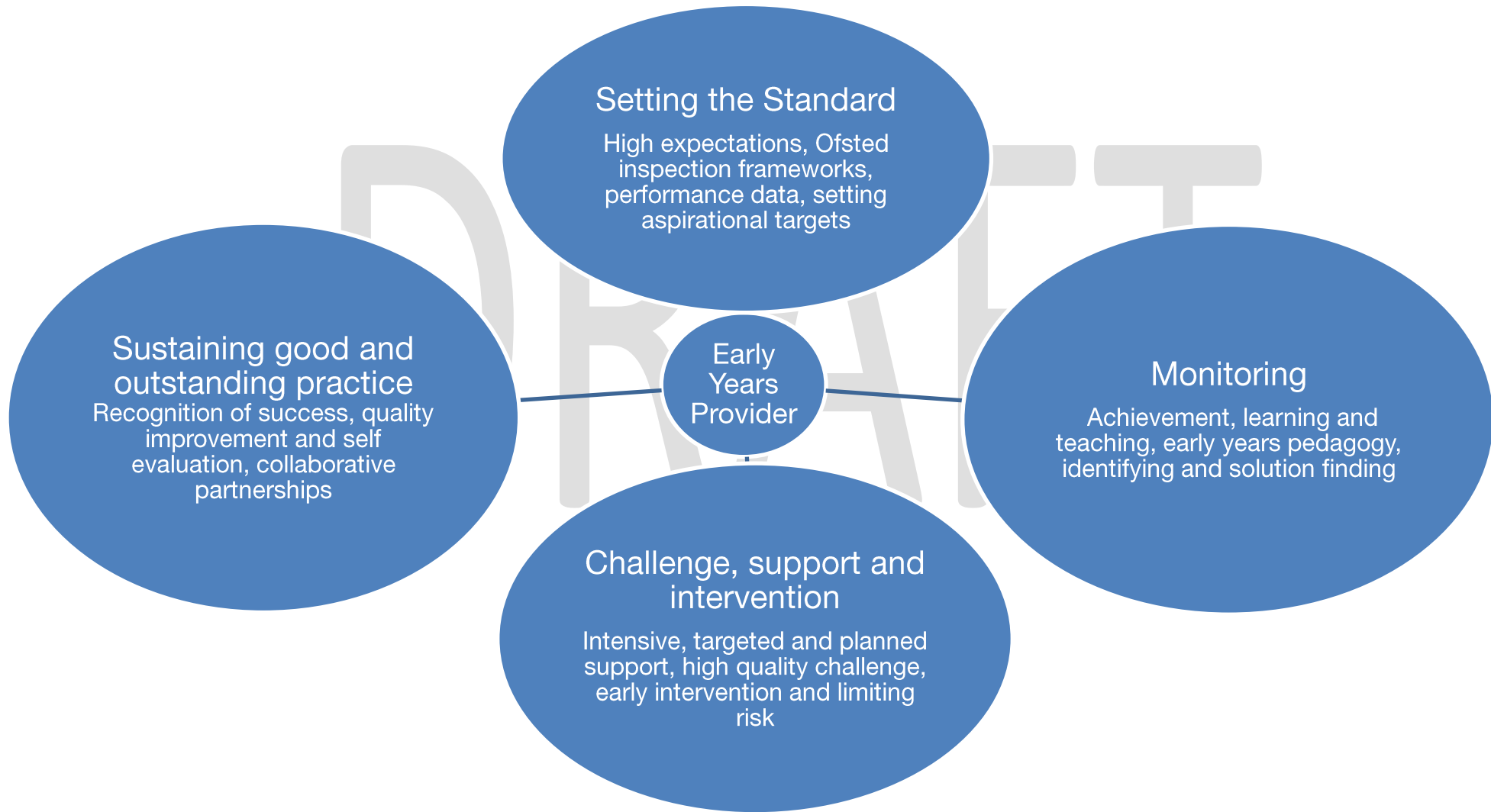
- There has been significant improvement in Early Years Foundation Stage attainment in Haringey (2013 50% GLD to 2015 67%) positioning the Borough above national outcomes and in line with the London top quartile
- There is a 31.7% (2015) gap between the lowest 20% of achievers and the rest. (Compare with England which is 32.1%2015)
- The lowest performing areas of learning are Communication and Language and both reading and writing
- The lowest ethnic groups achieving the GLD are White Turkish, Kurdish and White Other.

What are we going to do?

- Improve outcomes for targeted groups including boys, White Turkish, Kurdish and White Other.
- Reduce the gap between the lowest 20% of achievers and the rest
- Develop a comprehensive high quality training programme to support practitioners to develop their skills and knowledge
- Support practitioner knowledge to support parental engagement in their child’s learning
- Use the Five to Thrive programme in children centres to support both practitioners and parents to engage with children in their play

5. Working together to build a self-sustaining system

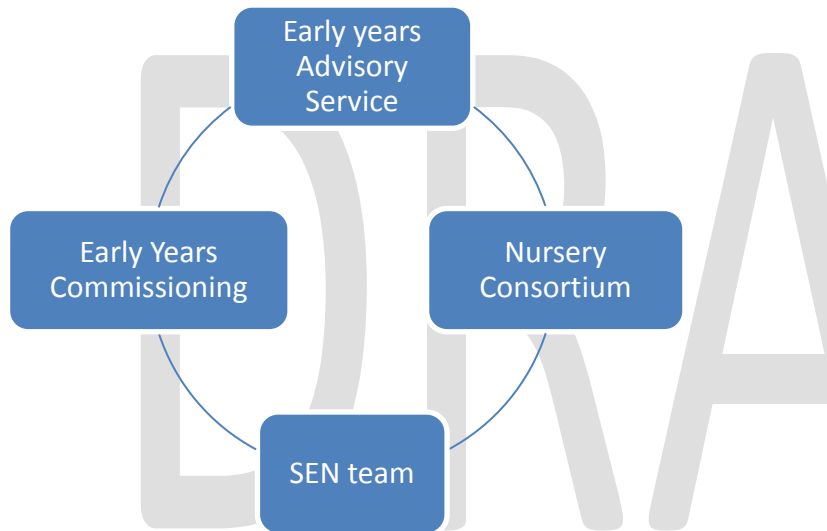
The Early Years Quality Improvement Strategy has 4 key components:



Quality Improvement Partners

A major part of our strategy is the effective partnerships and collaborations both within the local authority and with outside partners.

We aim to support the best schools, nursery schools, PVI's and childminders to lead the system and drive improvement across all childcare providers. By supporting and challenging each other in how we achieve our goals we are able to transform outcomes for all of our children and families.



In Haringey there are currently 6 Local networks of schools, children centres and private, voluntary and independent nurseries called Network Learning Communities (NLCs). The NLCs are a vehicle to support collaboration between settings at a local level.

- The NLCs will take on a more strategic function and form the basis upon which quality improvement work in the early years is structured, projects co-ordinated and initiatives developed.
- The Haringey Nursery School training and Development Consortium (HNSTDC) will work in collaboration with the Early Years team to deliver quality training linked to the needs and priorities of all childcare providers

Nursery schools – currently the Nursery Consortium are working alongside Alexandra Park Secondary School which an accredited teaching school to deliver through a Dfe improvement grant to support targeted PVI's. As a means of sustainability the Consortium will be encouraged to apply for a teaching school accreditation in the future to broaden their landscape in developing and supporting Haringey's early years providers. The nursery school will play a central role in the coordination of setting to setting support as each has the components of a school based curriculum, children centre services and childcare provision.

6. Allocation of Support for Schools and Private, Voluntary and Independent Nurseries

Categorisation definitions

Universal: these schools/settings are considered as successfully self-evaluating and self-improving. They will have high expectations, clear strategic planning and robust, searching systems for monitoring, quality assurance and performance management. These schools/settings have good capacity to improve i.e. 'proven ability to continue improving based on self-evaluation and what they have accomplished so far. These schools/ settings require 'no' or some very low or 'light touch' support.

Targeted: these school/settings have sufficient capacity to manage improvement alone, however with some support that is additional to the universal programme progress could be accelerated. These schools will require additional contact that is targeted to specific aspects, subjects or key stage. Any school/setting judged by Ofsted as requiring improvement will be automatically categorised for additional support. Some schools/settings may receive targeted support in order to maintain the quality of educational provision so that it can be graded good or better.

Intensive: schools/settings considered as requiring sustained high levels of additional support.

Universal Support Annual total: 3 visits	Targeted Additional Support Annual total: 3-5 visits	Intensive Additional Support Annual total: up to 5-8 visits
Termly visit/s to focus on agreed actions and developments o Moderation support and advice o Strategic planning o Support linked to government legislation o Coordinators meetings/network meetings to share good practice	Support and advice linked with School/ setting priorities o Advice and support linked to pupil progress o Analysis of data to support action planning o Monitoring of data throughout the year	Post Ofsted action plan o Targeted support for leadership and management o EY review
Traded Services offer: <ul style="list-style-type: none"> • Bespoke staff meeting led by an EY Advisor • Bespoke 1 day Inset training • Curriculum review and development – including joint observations with Senior Leaders, assessment and planning • Support and advice with recruitment and appointment of early years leaders • Advice and support to Governing Body / Management Committees • Coaching and support for new and existing EY Coordinators • 1 / 2 days support - Audit of and development of the learning environment • On site 1 day observation training • Pre Ofsted preparation review • 1 day EY Conference with key note speaker and workshops 		

For maintained Primary Schools and Nursery Schools:

- Support and challenge for all schools is allocated to their most recent Ofsted judgement for the Early Years Foundation Stage and in consultation with the School Improvement Associate (SIA) for the school
- **The SIMG process identifies actions required for a specific school.** Schools judged at (or at risk of being) Requires Improvement or Inadequate in the EYFS are also targeted for bespoke support and challenge from an allocated EY Advisory Teacher. Accelerated improvement will be an expectation and once a school is judged to be “good” by Ofsted, support will be reviewed and may continue as good practice and provision is embedded.
- **Schools which are in the Ofsted inspection window** will receive a support visit to challenge, review and set actions to ensure the EYFS has a successful Ofsted inspection outcome.
- **Traded Services** – schools which are ‘good’ or better are able to buy specific packages and support which are tailored to their requirements
- **Haringey’s desktop analysis of data will indicate schools which would be targeted.** Where the GLD is significantly lower than the National Average and/or where the setting’s expected and better than expected progress data are significantly lower than the Haringey average.
- **The baseline data shows significant concerns** for example low targets or a significant number of children in the cohort working at below the age expectations.

Additional factors that may trigger additional support:

- New headteachers, EYFS Newly Qualified Teachers (NQTs), teachers new to EYFS
- Where there is evidence of inaccurate moderation
- Where more than 20% of children are achieving in the lowest 20% in the Borough
- Others alerts of concern (e.g. safeguarding incident, through observations of practice) or on request of a school or SIA.
- **Moderation of the Early Years Foundation Stage Profile**, including visits, is a legal requirement and is conducted in accordance with the Haringey moderation plan,
- **All schools will be working towards self-sustained improvement by accessing information, training and support.** This comes in a variety of forms e.g.
 - The local training offer provided by the central team and partners such as the Haringey Nursery Schools Training and Development Consortium (HNSTDC)
 - Local network meetings based at different settings to share good practice
 - Haringey Early Years Website -this provides additional local guidance on topics such as Planning and Assessment, Monitoring the Quality of Provision, Ofsted Preparation, the Haringey QI scheme, School Readiness)
 - Haringey’s desktop analysis/ access to a Haringey person with assessment expertise
 - Setting to setting support – a directory of good practice

For Private, Voluntary and Independent Settings and Children centres with childcare:

- **Ofsted judgement of Good and Outstanding:** settings will access the universal offer. They will be able to request specific advice and support by telephone. They will also be invited to demonstrate good practice at networks or by hosting visits for other practitioners

- **Ofsted judgement of Requires Improvement:** settings will access the targeted support offer. The settings will develop an action plan with agreed priorities, and be supported to implement and monitor the plan to demonstrate progress within a 6 month period.
- (see Appendix **** Flow Diagram for RI Settings)

- **Ofsted judgement of Inadequate:** settings will access the intensive support offer. An allocated EY Advisory Teacher will support setting to write action plan. The setting will receive intensive support including an LA review as well an expectation that the setting will attend an advisory board meeting (see opposite).
- (see Appendix **** Flow Diagram for Inadequate Settings)

- **Providers newly registered with Ofsted** will benefit from 4 visits over a seven month period (See Appendix **** Flow Diagram for New Settings)

Additional factors that may trigger additional support:

- Settings with high staff, managers or committee turnover
- If sufficiency is a local issue (for two, three or four year old places)
- The **core offer** for all settings including early education in children's centres involves support and challenge to work towards self-sustained improvement, access to information and training. This comes in a variety of forms e.g.
 - The local training offer provided by the central team and partners such as the Haringey Nursery Schools Training and Development Consortium (HNSTDC)
 - The Quality Improvement Scheme – a voluntary self evaluation process to support settings to review their practice and set actions for improvement.
 - The local network meetings based in different settings to support and share good practice
 - Haringey Early Years Website. This provides additional local guidance on topics such as Planning and Assessment, Monitoring the Quality of Provision, Ofsted Preparation, The Haringey QI scheme, School Readiness)

- **If settings are due an Ofsted inspection** they will receive a review by an Early Years Advisor to support, challenge and sets goals for success.
- **Others alerts of concern** e.g. a safeguarding incident, through observations of practice or complaints

Advisory Boards:

- Settings that receive an inadequate judgement will be requested to attend an Advisory Board meeting. The board will consist of the Principal Advisor for Early Years, the EY advisory teacher, the manager of the settings and either the owner of the nursery or the chair of the management committee. This meeting will take place within 4 weeks of the Ofsted judgement. The purpose of the meeting is to address the Ofsted actions and determine future support.
- Settings which are causing concern and highlighted on the EYMG risk tracker will be requested to attend an Advisory Board to challenge and support for the way forward. Actions will be agreed and shared in a written report for EYMG.

Childminders:

Core offer for childminders:

- Access to traded services professional development courses
- Childminder Forums are held to disseminate information, share good practice and discuss issues
- Information briefings are held 3 times a year to inform new childminders of the processes and role of a childminder
- Links with training providers will be developed so there is fluidity between new childminders being trained and the support from the local authority
- Childminder network groups in children centres in the local authority will support good practice and act as a hub to support new childminders and existing childminders with both practice and paperwork.
- Newsletter which contains updates about changes in practice and policy as well as local information from the local authority
- Access to Network Learning Community support - sharing good practice

- **Ofsted judgement of Good and Outstanding:** In addition to the Core offer childminders will be able to request specific advice and support by telephone. They can also request a visit if due an Ofsted inspection.
- Will be the core of the network learning community to share good practice

- **Ofsted judgement of Requires Improvement:** will be contacted and a visit will be organised. Childminders will receive a general checklist from the Childminder Development Coordinator and an action plan will be agreed. The childminder will be supported to implement and monitor the plan (number of visits will be determined by the childminder's capacity to improve.)

- **Ofsted judgement of Inadequate:** will be contacted and a visit will be organised. Childminders will have an action plan agreed with the Childminder Development Coordinator which supports the Ofsted actions for improvement. The childminder will be supported to implement and monitor the plan (number of visits will be determined by the childminder's capacity to improve).

New childminders:

- Information session to inform new childminders of the processes and role of a childminder
- Access to 4 week training sessions to support with Ofsted registration
- When registered with Ofsted, the childminder will receive 1-3 visits in the first year to support practice and their first Ofsted grading
- Will have access to the core offer of training and support

7. Early Years Quality Governance

Early Years Improvement Group

The Early Years Improvement Group will meet once a term to review the key indicators and targets of the Early Years improvement plan. The plan sets out the priorities for early years in the areas of Early Years Quality, Commissioning, Early Help and SEND. The plan has key indicators/ measures and sets targets measured against national or London benchmarks.

School Improvement Monitoring Group (SIMG)

The progress of all schools is monitored by the School Improvement Monitoring Group (SIMG) which meets termly and is chaired by the ADSL. The system has rigour and includes risk assessment by different service areas. This ensures we work with local intelligence on school performance. We will challenge wherever performance is causing concern or risk assessed as being likely to be judged to require improvement. Academies and Free Schools are responsible for monitoring and quality assuring their own improvement. They will be risk assessed as if they were maintained schools. In all cases, we will seek to early action to tackle underperformance so it does not become entrenched and lead to formal school failure.

Where there is concern and targeted, tailored additional support is required, we will adopt the expectation that a school should make sufficient progress within one year enabling it to be graded good or better by Ofsted or the LA. Project boards will be created to hold identified schools to account and to monitor and promote rapid improvement. This will be applied to schools judged or risk assessed as being likely to be judged as requiring improvement as well as those in an Ofsted category.

Early Years Monitoring Group (EYMG)

The progress of early years childcare providers will be monitored by the Early Years Monitoring Group (EYMG) which meets termly and is chaired by the Principal advisor for Early Years. This group will monitor performance, record on risk tracker, set actions, time frames and will challenge and advise on continuing support.

8. Safeguarding

Safeguarding children continues to be a high priority in Haringey. Abuse of children can have both short and long term effects on the health of children and their consequent life outcomes. Abuse of children can result in depression, learning problems in school, emotional and behavioural disorders. The long term consequences can have severe adverse impact on children's development, psychosocial functioning and life chances through into adulthood.

It is essential for all childcare providers to continually update their knowledge of safeguarding procedures and processes to ensure that our safeguarding practice is of the highest quality. As part of this continuing development of good practice we encourage all providers to engage with the local authority by attending the Designated Child Protection Officer meetings as well as completing a comprehensive safeguarding audit.

When there is a safeguarding concern the agreed pathways and procedures are followed to ensure that any incident is dealt with effectively and the actions are recorded on our central database.

9. Principles

This strategy is underpinned by the corporate principles and disciplines and activities delivered will be measured against them:

- **Prevention and Intervention:** tackling barriers for the most disadvantaged and enabling them to reach their full potential
- **A fair and equal Borough:** access to high quality early years education and care for all
- **Empowering Communities:** building collaborative partnerships which support and help each other
- **Working in partnership:** working together to build a better future for our children and families
- **Customer focus:** putting customer needs at the heart of what we do
- **Value for money:** achieving the best outcome for the investment made

10. Appendix:

Appendix 1 Flow Diagram for Requires Improvement Settings

Appendix 2 Flow Diagram for Inadequate Settings

Appendix 3 Flow Diagram for newly Registered Settings

Appendix 4 Funding agreement

Appendix 5 QI scheme for Haringey

Appendix 6 Headline Business Plan

Appendix 7 Contact details

Appendix 8 Ofsted Definitions

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